

# Cordova High School

**Principal Jackie Levy**

**2239 Chase Dr., Rancho Cordova, CA 95670-2039**

**Phone: (916) 362-1104**

## 2008-09 School Accountability Report Card

### Folsom Cordova Unified School District

125 East Bidwell

Folsom, CA 95630

Phone: (916) 355-1100

[www.fcusd.k12.ca.us](http://www.fcusd.k12.ca.us)

**Patrick Godwin**  
Superintendent

### Board of Education

**Edward Short**  
President

**Teresa Stanley**  
Vice President

**JoAnne Reinking**  
Clerk

**Richard Shaw**  
Board Member

**Roger Benton**  
Board Member

### School Profile

Cordova High School is located on a beautiful 52-acre site adjacent to Hagan Community Park and the American River Parkway. Since opening in 1963, it has enjoyed a reputation as an excellent comprehensive secondary school with innovative programs to meet the needs of a changing society. Cordova High School graduates have gone on to attend some of the most prestigious universities in the country as well as military academies and other institutions of higher learning. They have excelled in many professions, including business, entertainment, journalism, government service, and professional sports, to name a few. The Rancho Cordova community is extremely supportive of the school and takes pride in the accomplishments of its graduates. Cordova High School's enrollment as reported on the California Basic Educational Data System (CBEDS) in October 2009 was 2003 students in grades 9-12.

The mission of the Cordova High School staff is to promote academic achievement, student success and ethical behavior. Students at Cordova High School take their education seriously and teachers work hard to help them succeed. The principal visits classrooms every day to reinforce to students and teachers that learning is a priority.

Cordova High School offers a full complement of academic and vocational courses to meet the needs of its diverse student body. In addition to the traditional UC prep courses, CHS students may take Honors and/or Advanced Placement courses in English, math, science and social studies. Four years of Spanish, French and German are also available. Through an articulation agreement with Sacramento State, students in certain academic courses will be able to earn concurrent credit from the college. Visual and performing arts courses are very popular among students and include , drawing, painting, 3-D design, clothing design, orchestra, and several levels of band and choir. The CHS Marching Band, with over 100 members, is well known throughout the area and often travels to participate in regional competitions.

To help students prepare for the future, several Academy programs are available. The Engineering and Polytech Academy offers courses in principles of engineering and engineering design, computerized manufacturing, and engineering product development. Students in this program learn CAD software and may qualify for concurrent enrollment at CSU-Sacramento. Academy students may also participate in the national Electric Car Race, where they design, build and race their cars in an annual competition with other high school and college students. An ROP course in Automotive Technology is available on campus.

The Business and Technology Academy students take courses in computer applications and network management. A new course in animation and web design has been added this year. Internships are also available for academy students who want to extend their learning off campus in partnership with local businesses and government agencies.

A program devoted to preparing students for careers in the culinary industry was implemented and has been very successful for interested students. And a new Fashion and Design academy has just begun for students who seek careers in that sector. Another new Academy is in the field of Public Safety, which encompasses first aid, fire technology, law enforcement, etc. CHS also offers an ROP course in Careers in Education, for students who wish to pursue careers in the teaching profession. Students work in local elementary schools 2 days per week.

Because we are a designated "Newcomer School," CHS also offers English Language Development courses for our foreign-born students. We also have a Special Education program for students who need modifications in order to master the curriculum.

A full program of extra curricular activities and athletics is offered and students are encouraged to take advantage of these opportunities to enrich their high school experience.

### Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	15.0%
American Indian	0.8%
Asian	6.6%
Caucasian	50.5%
Filipino	3.9%
Hispanic or Latino	21.9%
Pacific Islander	1.3%
Multiple or No Response	0.0%

## Discipline & Climate for Learning

Parents and students are informed annually of school policies before school opens via the the Parent Rights and Responsibilities document which is on the district website. Hard copies are also available in several languages. Students also receive a student handbook and calendar/planner containing all school rules, policies and information about student programs. In addition, administrators visit classes to go over the school policies. In February, both new incoming and returning students receive a copy of the Course Description book which lists courses offered for next year, as well as graduation and college requirements. At Back-to-School night held in August and an electronic parent newsletter is distributed twice each month. The school EdLine website allows parents to check their child's attendance and grades on a real-time basis.

Cordova High School also has many on-campus programs to promote a positive learning environment: the CHS Community Collaborative/Student Union which provides after school tutoring, homework help, snacks and recreational activities. A health aide, and campus monitors assist students on a daily basis. Students with peer conflicts can meet with a counselor, vice-principal, or specially trained student conflict manager to try and resolve the issues and avoid fighting. A freshman orientation program connects new students to the culture, traditions and expectations of high school.

### Suspension and Expulsions

Data reported is the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	343	376	426	3263	3153	3017
Suspension Rate	17.1%	18.9%	21.3%	17.4%	16.6%	15.8%
Expulsions	21	20	17	99	125	94
Expulsion Rate	1.0%	1.0%	0.8%	0.5%	0.7%	0.5%

## Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary. During the 2008-09 school year (the most current information available), the actual attendance rate for all attendance categories at Cordova High was 95.20%.

### Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
9th	694	578	589
10th	508	537	511
11th	432	463	481
12th	370	411	422

## Dropout & Graduation Rates

Cordova High believes that effective instruction consists of the continuous building of new concepts upon existing ones. Good attendance and grades are recognized each semester and at graduation. In hopes of preventing dropouts, the following programs are made available to students: After School Algebra Credit Recovery class, Student Union Tutorial program, summer school remediation, and test prep classes for English and Math. Several on line classes may be piloted this year for credit recovery.

	Graduation & Dropout Rates		
	05-06	06-07	07-08
Dropout Rate	0.90%	1.90%	0.60%
Graduation Rate	98.40%	98.30%	99.10%

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from instructional assistants based on program needs (Title 1, special education, bilingual), a Resource Specialist and adult volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
English	29	29	29	20	17	14	19	35	26	42	28	36
Mathematics	30	30	30	9	9	7	17	21	18	27	19	21
Science	31	30	32	1	2	2	25	26	12	16	14	28
Social Science	35	34	35	-	-	-	5	11	5	34	32	34

## Staff Development

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored inservice and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. Professional growth is also offered to all classroom aides and certificated classroom instructors through the State Professional Development Program, commonly referred to as the State Buy-Back Program. This program provides three outside-the-contract inservice days for all qualified staff. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 35 National Board Certified teachers within the district. The district is involved with both AB430 (Principal Training) and AB 742 (Teacher Training), trainings which increase the capacity of all staff to deliver a standards-based curriculum.

## Teacher Assignment

Folsom-Cordova Unified recruits and employs the most qualified credentialed teachers. For the 2009/10 school year, Cordova High has 87 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	78	81	84	908
Without Full Credentials	6	3	1	9
Working Outside Subject	5	0	0	6

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2009/10 school year, the most current data is reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of June 2006. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.0%	1.0%
District	96.8%	3.2%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	97.5%	2.5%

## Counseling & Support Staff

It is the goal of Cordova High School to assist students to fulfill graduation, college prep and career requirements. Counselors also assist students in their social and personal development. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Counselors also assist students with college and career planning including scholarship assistance. The counselor to pupil ratio is approximately 1: 400.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Behavior Aide	1	0.75
Behavior Specialist	4	As Needed
Library Technician	1	0.60
Nurse	1	0.5
Psychologist	3	2.2
Resource Specialist	4	4.0
Special Education Aides	21	15.41
Special Education Teacher	11	10.0

## Parent Involvement

Parent involvement is an essential component of a successful school and we welcome parent participation and input to help make Cordova High School the best high school possible. Parents are always welcome to come on campus and visit their children's classes, as long as they stop in at the office to sign in. In addition, parents can check their child's attendance and grades on the Internet at any time using EdLine, and all teachers have voice mail and e-mail accounts to facilitate parental communication. Parent volunteers help the school in many ways. They serve on many committees, including the School Site Council, Band Boosters, PTSA, Sober Grad Night, English Learners Advisory Council, and football and other team boosters. In addition, parents may join the Rancho Cordova Sports Club, which helps to fund athletic programs on campus, and the Academic Advisory Panel for the Business and Polytech Academies. Parent volunteers help at various school events such as chaperoning field trips and dances, Freshman Orientation, and Campus Beautification. Please call if you want to get involved. It's a great way to meet other parents and school staff, and our students are the ultimate beneficiaries.

For additional information about organized opportunities for parent involvement at Cordova High School, please contact Jacquelyn Levy, Principal, at 916/362-1104.

## Contact Information

Parents and/or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Kathleen Barnes, Administrative Assistant, Cordova High School, 916-362-1104.

## Instructional Materials

Folsom-Cordova Unified held a Public Hearing on September 17, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	ELD	Pearson	2004	Yes	0.0%
9th-12th	English as a 2nd Language (ESL)	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	English/ Language Arts	Great Source	2001	Yes	0.0%
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Foreign Language	EMC Publishing	2002	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2000	Yes	0.0%
9th-12th	Health	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2004	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2001	Yes	0.0%
9th-12th	Science	Houghton Mifflin	2002	Yes	0.0%
11th-12th	Social Science/ History	Glencoe	2006	Yes	0.0%
9th-12th	Social Science/ History	Glencoe	2006	Yes	0.0%
12th	Social Science/ History	Prentice Hall	2009	Yes	0.0%
9th-12th	Visual and Performing Arts	Davis Publications	2006	Yes	0.0%

## Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Rancho Cordova and Folsom. These libraries contain numerous computer workstations.

## School Facilities

Cordova High School, located on a lovely 55 acre campus with nearly 250,000 square feet of classroom and support space, continues to have the feel of a park. There are over 75 mature trees, with 43 new trees planted within the last two years. The campus has over eight acres of green lawns among the buildings.

Modernization efforts paid for with Measure V and Measure B bonds have provided money to renovate, upgrade or provide improvements to restrooms, the computer network, gym, stadium, playing courts, parking and classrooms. Bond measure funds provided improvements to the exterior lighting, heating and air conditioning systems, classroom lighting and cabinetry, parking systems, and a new counseling center and attendance office. The entire school exterior was repainted with an attractive new color scheme in 2005.

Efforts to keep the grounds clean include volunteers who collect bottles and put trash in cans, and vigilant custodial efforts to remove graffiti. The district has also assigned a member of the district grounds crew to the site.

When repairs are necessary, faculty, staff and administrators report damages to the vice-principal responsible for facilities, who submits a work order to the district maintenance staff. Through dialogue and conversation, maintenance staff makes repairs usually within a week, if not sooner. Safety issues are addressed immediately.

Efforts to improve the facility are ongoing. Modernization money has been crucial to make major changes and impact on the facility. Our efforts have been noted by visiting school officials, and community members who comment on how beautiful the campus looks. Cordova High School has also benefited from the Alumni Association which has donated many outdoor lunch tables and benches, as well as a magnificent full color electronic marquee to advertise upcoming school events.

Date of Last Review: November 09, 2009

School Facility Conditions				
Date of Last Inspection: 11/09/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## School Safety/Learning

Safety and cleanliness are high priorities at Cordova High School. There were 51 accidents reported at our school for the 2008-09 school year. Restrooms and eating/food preparation facilities are cleaned, sanitized and stocked each day. Classrooms are cleaned every other night, and trash is emptied each night. Custodians have received recent trainings and a kivic machine was purchased to sanitize restrooms. Any safety hazard that is reported is reviewed immediately and resolved. Safe School plans are updated annually and any large scale safety concerns are addressed with the Director of Maintenance each spring. Emergency plans have been developed in case a threatening situation should arise. The students in the Public Safety Academy, as well as 2 teachers, are trained and certified Community Emergency Response Team members.

Recent improvements include first aid kits in each classroom, revised escape route posted in each classroom, and a group of employees trained in the use of an Automatic Electronic Defibrillator (AED) machine. Two AED devices are located in different areas of the campus and all staff have been trained in Code Blue procedures. Campus monitors have radios and a golf cart has been purchased to transport students with minor injuries to the office. Three new handicapped restrooms were added as part of the modernization plan and the school is piloting the use of hot air hand dryers in student restrooms.

Date of Last Review/Update: Dec. 2008

Date Last Reviewed with Staff: Nov. 2008

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	44	42	38	57	59	63	43	46	50
Mathematics	18	17	20	53	55	56	40	43	46
Science	43	40	39	53	60	63	38	46	50
History/Social Science	27	29	33	41	46	51	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	31	13	25	21
American Indian	*	*	*	*
Asian	43	32	45	39
Filipino	60	26	59	55
Hispanic or Latino	26	13	27	23
Pacific Islander	30	18	*	7
Caucasian	43	23	44	38
Males	32	22	37	38
Females	45	17	41	27
Socioeconomically Disadvantaged	30	17	31	28
English Learners	6	10	6	7
Students with Disabilities	11	13	16	7
Migrant Education	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	No	No	No	No
Percent Proficient	Yes		Yes	
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	6	6	5	
Similar Schools Rank	8	9	7	
All Students				
Actual Growth	11	-4	-11	701
Socioeconomically Disadvantaged				
Actual Growth	11	8	-22	664
African American				
Actual Growth	7	0	-5	648
Asian				
Actual Growth	-	-	-	-
Hispanic or Latino				
Actual Growth	36	10	-36	632
Caucasian				
Actual Growth	10	-12	-5	730
Students with Disabilities				
Actual Growth	22	-5	-13	461
English Learners				
Actual Growth	13	-3	-24	626

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle.

Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	5.56%

## Physical Fitness

In the spring of each year, Cordova High is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>9</b>	<b>16.0%</b>	<b>31.5%</b>	<b>36.3%</b>
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Note: 0.0% means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
African American	83.3%	74.3%	7.3%
American Indian	66.7%	73.9%	0.7%
Asian	100.0%	93.8%	8.4%
Filipino	92.3%	97.0%	2.7%
Hispanic or Latino	75.9%	76.8%	49.0%
Pacific Islander	100.0%	69.2%	0.6%
Caucasian	88.1%	88.8%	27.9%

\* Data was not available at the time of publication.



## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

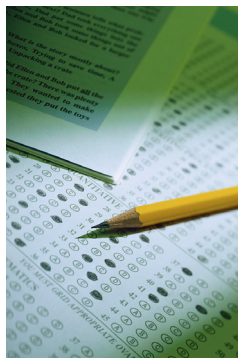
CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	48.8	65.8	48.6	46.2	65.1	52.9	44.4	64.7	52.0
Mathematics	50.9	68.2	49.9	48.1	65.9	51.3	50.9	67.5	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	55.6	28.3	16.1	49.2	39.8	11.0
Males	60.9	26.3	12.8	45.7	43.6	10.7
Females	49.3	30.7	20.0	53.4	35.3	11.3
African American	62.5	26.8	10.7	60.7	37.5	1.8
Asian	55.2	27.6	17.2	31.0	51.7	17.2
Filipino	36.4	31.8	31.8	36.4	31.8	31.8
Hispanic or Latino	78.3	13.0	8.7	65.9	28.6	5.5
Caucasian	46.1	34.9	19.1	42.7	44.4	12.9
English Learners	82.0	15.8	2.2	65.2	34.0	0.7
Socioeconomically Disadvantaged	66.1	22.4	11.4	54.9	37.6	7.5
Students with Disabilities	93.9	4.1	2.0	89.8	10.2	-

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	890
What percent of the school's pupils complete a CTE program and earn a high school diploma?	10.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	50.0



## Career Technical Education (CTE) Programs

At Cordova High School, students may participate in five Career Academies: Polytech (engineering and manufacturing), Business, Culinary, Public Safety and Fashion and Interior Design. All are funded via a California Partnership Academy grant. In the Polytech academy, students take courses in Engineering Product Design, CAD, Principles of Engineering and Computer Assisted Manufacturing. In the Business Academy, students take a more advanced course in Computer Applications, Web Design and Animation, or an ROP Business Technology Course. In the Culinary Academy, students take classes in Foods and Nutrition, Serve Safe Certification and Culinary Arts ROP. The Public Safety course sequence allows students to be certified as a Community Emergency Response Team member and prepares students for careers in law enforcement, fire safety and other emergency response fields. An Automotive Technology which allows students to enroll in college level courses after finishing the introductory course. An ROP course, Careers in Education is also available on campus. Also, a specialized secondary program for students interested in careers in Health and Fitness is being implemented.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Engineering Product Design Computer Assisted Drafting Principles of Engineering Architectural Design Computer Applications Virtual Enterprise ROP Business Technology Foods & Nutrition Culinary Arts Automotive Technology Fashion Design Metals	Cordova High School	Provides career skills to help our graduating students with job opportunities after high school.	In addition to traditional UC prep courses, a full compliment of academic and vocational courses to meet the needs of our diverse student population is offered.	Student's response to course & grade from teacher.

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## UC/CSU Course Completion

Students at Cordova High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'. In addition, several CSUS courses are offered on campus for concurrent credit. These include European and US History, Engineering, Government, Computer Applications, Astronomy and Physics.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	61.3%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	27.2%

\* Duplicated Count (one student can be enrolled in several courses).

## Advanced Placement Classes

Cordova High encourages students to continue their education past high school. Cordova High offers several options, including Advanced Placement (AP) courses for those students seeking college level classes. Juniors and seniors achieving a score of three, four, or five on the final AP exams may qualify for college credit at most of the nation's colleges. During the 08-09 year, the pass rate on AP exams was 69%. It should be noted that some students in AP classes did not take the exam because they were concurrently enrolled in the ACE program at CSUS and qualified for college credit by earning a grade of B or better. AP courses are offered in English, US and World History, Government, Spanish, French, Biology and Calculus.

Advanced Placement Classes		
	# of Courses	Enrollment
Social Science	2	103
English	1	35
Foreign Language	1	19
Mathematics	1	24
Totals	5	181
Percent of Students in AP Courses		1.7%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on fiscal year 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$61,036
District	\$65,021
Percentage of Variation	6.13%
School & State	
All Unified School Districts	\$65,905
Percentage of Variation	7.39%

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$35,642	\$40,786
Mid-Range Teachers	\$61,036	\$65,726
Highest Teachers	\$80,586	\$85,230
Elementary School Principals	\$106,688	\$106,548
Middle School Principals	\$114,012	\$112,237
High School Principals	\$118,625	\$121,617
Superintendent	\$198,000	\$191,155
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.9%	40.6%
Administrative Salaries	5.8%	5.3%

## District Expenditures

Folsom-Cordova Unified spent an average of \$4,232 to educate each student, based on 2007-08 actual expenditures, the most current information available. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,595
From Restricted Sources	\$1,097
From Unrestricted Sources	\$4,498
District	
From Unrestricted Sources	\$4,232
Percentage of Variation between School & District	6.29%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	18.40%

## District Revenue Sources

In addition to general state funding, Cordova High receives state and federal funding from the following categorical funds and other support programs: Economic Impact Aid (EIA), School and Library Improvement Program (SLIP), Carl Perkins Vocational Education Program money (Federal funds), and California Partnership Academies.

## Data Sources

Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

